LEA APPLICATION REQUIREMENTS

PART A: SCHOOLS TO BE SERVED

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA grant scoring rubric is included as Attachment II.A.2.

From the list of eligible schools (***Attachment I.A.1***, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.B.1.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Pontiac Academy for Excellence High School	8433		X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

School District of the City of Pontiac Academy for Excellence

PONTIAC ACADEMY FOR EXCELLENCE HIGH SCHOOL

SCHOOL IMPROVEMENT GRANT – 1003(g) · FY 2010 – 2011

School Name: **District Name:** Pontiac Academy for Excellence
Pontiac Academy for Excellence High School   **District Code:** 63906
School Code: 8433

Model for change to be implemented: Transformation

School Mailing Address:
196 Cesar E. Chavez
Pontiac, MI 48343
Contact for the School Improvement Grant
Name: Debra Hoerres
Position: Coordinator of Categorical Programs and Compliance
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Signature on file -dh

Principal (Printed Name):   **Telephone:**
Timothy Green   **(248) 745-9420**

Signature of Principal: **Date:**

X_____   **7/19/10**

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

Part B: Descriptive Information

1. *A. Describe the process that the LEA has used to analyze the needs of each school and how the intervention was selected for each school.*

In spring of 1999 an amendment to the original charter was written and accepted by Saginaw Valley State University (SVSU) to charter the school as a K-5 and named Pontiac Academy for Excellence (PAE). In 2000, SVSU expanded the charter to 12th grade. The school would initially open as a K-5 school and add a grade level each year. (With the exception of year two when two grade levels were added.) The 2006-2007 produced the first graduating class of Pontiac Academy for Excellence, numbering thirteen. Four PAE high School students attended President Obama's Inauguration in Washington, D.C. This event was sponsored by Oakland University's Upward Bound Program. During the summer, four High School Seniors traveled to China with the Michigan State University Special Program for Gifted Students. While 84.5% of the national population has earned a high school diploma, only 78.8% of Pontiac, Michigan's population has completed a high school diploma. Currently, 28.4% of the population is living below the poverty line compared to a national average of 13.2%.

Pontiac Academy for Excellence High School serves approximately 350 students in grades 9-12 with a poverty rate of over 90% in 2009-2010, based on the free/reduced lunch data. Following the identification of Pontiac Academy for Excellence High School as a (phase 3) school in need of corrective action, staff relevant to the failure to make adequate yearly progress, an option required by NCLB, were replaced. These replacements included the secondary principal and senior staff members in the English/Language Arts and Mathematics departments. These replacements were reported to the Pontiac Academy for Excellence School Board of Education in July of 2009. As a public charter school district, Pontiac Academy for Excellence is an "at will" employer. Seniority is not a significant issue in the employment and/or promotion of staff or faculty. These decisions are made on the basis of highly qualified status and performance. Through Title I and ARRA Title I, funds have been set aside and used to attract and retain highly qualified staff through signing bonuses. General Fund allocations are used to subsidize teachers who pursue continuation of education at the graduate level at a 50% reimbursement up to 6 credit hours per school year. PAE has developed a merit pay rubric, based largely on teacher performance, instructional observations, and student assessment growth which is waiting approval of the school board to implement it during the 2010-11 school year. Both summative and formative student data is used within this rubric to guide teacher evaluation and receipt of merit pay.

While great strides have been made during the 2009-2010 school year to increase student achievement on the MME, PAE High School was only partially successful in this endeavor, and there is still an achievement gap that must be eliminated. The Comprehensive Needs Assessment (CNA) was developed through workshops with building staff throughout the past five years. As a part of the School Improvement Process and with assistance of Red Cedar Solutions Group (provided through the Oakland ISD) and their Data 4 Student Success tool, the staff has met at

regular intervals to review a wide variety of data sets. To complete the comprehensive needs assessment, the building staff was divided into small groups to discuss the various components of the assessment. After the needs were determined in the content areas, based on test results, the staff met in departments to discuss how to increase student achievement. During the 2009-2010 school year the departments met to evaluate the efficacy of the current strategies. Following these evaluations, the staff rewrote goals and strategies to better align to the needs presented in the data.

     Throughout the process it has become increasingly clear that more time and resources have to be devoted to increasing student skills in both Math and English/Language Arts. This included agreeing to make reading and writing across the curriculum and practicing mathematical skills across the curriculum a priority for all subject areas. Instructional staff provides tutoring services, both before and after the regular school day either voluntarily or through our district approved SES program. Instructional staff also participated in 3 segments of Saturday School to supplement the students needs in test taking skills and core academic deficiencies. To support students who are experiencing extreme deficits we needed to provide interventions immediately upon entering the school; providing a stronger academic foundation. These extended day activities are in place to increase student achievement, increase standardized test scores, and ensure an increase in the graduation rate at PAE High School. It is also evident that the additional coaching for staff in the Mathematics department and ELA department (provided through the Oakland ISD) was a great benefit to teacher collaboration and cohesion in the curriculum.   Similar coaching for the Science and Social Studies departments are needed to fully integrate the High School curriculum. Instructors of core academic areas are required to annually update and revise curriculum pacing guides. Vertical and horizontal team planning times are required on a regular basis with attendance logs and minutes submitted to administration. Common assessments are given quarterly with scores recorded on tracking forms to supplement instruction as needed. Students identified as "at risk" are referred for assistance to a variety of programs including extended day tutoring, summer school, Saturday school, ELL/ESL program, and SES tutoring. Assessment and achievement data for all subgroups are updated at staff meetings and team meetings on a regular basis throughout the year. Data 4 Student Success templates are used to accommodate these reviews of data. Instructional staff regularly participates in school wide data analysis activities in order to produce data-driven instruction in the classrooms. A process mentoring team has been established, with coaching and advisement from the ISD, in conjunction with MAISA, to assure that a functional school improvement plan and research-based curriculum are implemented and established in the high school.

     Robert Marzano's *Classroom Instruction That Works* was used as a book-study prior to the 2009-2010 school year. During the 2009-2010 school years, implementation began as required in the School Improvement Plan. On site Professional Development and visitation at a highly successful school using Marzano's strategies have been conducted to ensure this implementation. These research and evidence based instructional strategies are a basis for teacher evaluations and required in lesson plans.

Use of *Study Island*, a research-based and state standards-based online tutorial and assessment program, is required as a supplemental activity for all core subjects in the high school. This web-based program individualizes student practice and mastery of specific HSCEs in the core subjects. Ongoing training and purchase of additional applets is planned to maximize the impact this program will have on increasing student achievement.

Blueprints for Communication is a research-based writing curriculum that is used in the English/Language Arts curriculum in the high school. Continued training and implementation will occurr during the 2010-2011 school year. Prototypes of state assessments are an integral part of this curriculum. Writing across the curriculum with this program is the focus of the 2010-11 school year. Title I Funding is used to offer materials and professional development of this series. The Reading series used in the ELA department is *Elements of Literature* (Holt McDougal). General Funds are used to supply these materials. Requiring reading and writing across the curriculum is planned to lead to mastery of these skills and increase student achievement.

Scantron Achievement and Performance Series and *STAR Reading and STAR Math* are used for assessment and formative data throughout the school year. Ongoing professional development regarding data driven instruction based on the results of these assessments is provided. Both ability and mastery of HSCEs are assessed using this program. Data regarding results of both assessments is analyzed to determine needed professional development and differentiated instruction.

Prior resistance to use of these research-based programs by senior staff in the English/Language Arts and Mathematics department negatively impacted student achievement in the high school, leading to the identification as a school in need of corrective action. Inadequate technology limited student access to tutorial programs and 21st century learning. Both of these causes have been addressed and continue to be assessed for improvement.

During the 2010-11 school year, a new Math curriculum will be selected. The committee will choose from research and evidence based curriculum prior to deciding on a purchase. These materials will be funded through the general fund account.

Social Studies and Science curriculum will be evaluated during the 2011-12 school year. A committee will convene to evaluate research and evidence based curriculum to determine if a new curriculum is necessary. If it is determined that a new curriculum is necessary, general funds will be used to purchase these materials.

Compass Learning Odyssey is based on current and confirmed research about the way secondary students think and learn. It is an online, interactive series that supplies courses in Advanced Placement as well as Credit Recovery, Intervention and Remediation. The funding and licensing of this product will only be possible with a significant backing of grant funding. However, to meet the needs of the High School students at PAE, the faculty and administration are eager to purchase and implement this curriculum. This would be an integral part of ensuring graduation and enrichment for the more advanced students.

Coach Series is used for supplemental, extended day activities including afterschool tutoring, Saturday School sessions and Summer School. This research based and evidence based curriculum is a prototype of standardized assessments and allows students to better develop their test-taking skills. This series allows for enrichment activities in addition to remediation.

It is also clear that the socioeconomic factors affecting our students are confounding and affect academic achievement. We know that teachers need supports and professional development in creating strong relationships with their students. This extends into community relationships and the need for life-long learning for all, including families. Exposure to additional training, modeling adult learning to students and increased lines of communication between school and families will provide the infrastructure needed to sustain change at Pontiac Academy for Excellence High School. Moving forward in our implementation of becoming a Professional Learning Community and adopting a Response to Intervention model this should be achieved. Through the guidance of the Hope Foundation, a RTI model will be constructed and implemented during the 2010-2011 school year. This is a missing link in the High School program at PAE. During this training, the chart determining Tier I – III will be developed and a clear procedure and process of accountability will be established. The faculty will be clear on the responsibilities involved in implementing a successful RTI model. The Special Education department at PAE, which is a contracted service, has committed to assisting the faculty in developing a RTI model. Professional development will be provided for the faculty by Hope Foundation, Special Education Director and train the trainer models.

Over the past several years, PAE High School has engaged in yearlong planning, alignment of curriculum to the state standards, developing common assessments and engaging in departmental collaborative planning. However, it has been determined that training in how to fully implement the transition to a Professional Learning Community is needed. Gains to increase the use of technology in the classrooms, in order to facilitate 21st century learning, have been made. However, there remains a strong need for improvement in this area. Due to the high poverty level of the majority of the students attending PAE High School, the school is in a position of offering the only technological experiences they may have access to and needs to enrich these experiences and build capacity for this learning opportunity. Computer and Internet access are required to meet intervention needs for students. Compass Learning Odyssey is an online remedial, enrichment, credit recovery, AP program requiring additional technology and licensing. Study Island is an online tutorial program used in extended day and supplementary learning experiences. Scantron Performance and Achievement Series and STAR Reading and STAR Math are online assessment tools that will be enhanced with increased access to technology. Not only will the increase of technology add to the intervention possibilities for the high school students, it will add to the rigor of the curriculum allowing more access to problem solve, research and develop project based learning activities.

The School Improvement Plan has set a goal of at least 10% increase in each core subject area annually through 2012. This goal is set with the mindset that the high school can make AYP by achieving safe-harbor, yet the focus remains on achieving the level of proficiency on state assessments. All subgroups are accounted for in the high school data and support systems and are set up to include: extended day tutoring, ESL/ELL classes, Summer and Saturday Schools, SES tutoring, and meeting the needs of students with disabilities. Achievement within each group is expected and written into the School Improvement Plan with the goal of proficiency for all groups.

PAE has a ESL/ELL program with a Coordinator funded through general funds and Title III funds. Paraprofessionals are used in conjunction with a certified ESL/ELL instructor to meet the language needs of ESL students. ESL/ELL support is given during the school day and in all extended day activities including after school tutoring, Saturday School and Summer School. The Coordinator of this program offers professional development for the faculty on language acquisition and differentiated learning activities throughout the school year. Nine staff members are being trained in SIOP prior to the 2010-11 school year, to be used in a train the trainer format to train the rest of the staff.

More than one million high school students in America fail to graduate from high school each year. Many educators are perplexed about this current epidemic, leaving many searching for answers. Across the country and in the state of Michigan, school districts are forming new ideas to address this problem. School districts are instituting initiatives called Freshmen Academies. Freshmen Academies are designed to allow students to acclimate to high school, perform better academically and provide support to help and encourage them to stay on target for graduation. At PAE High School, a new freshmen program called AIMMS – Academic Interventions, Mentoring, Monitoring and Support will be implemented for the 2010-11 school year. The purpose of this initiative is to provide support in the areas of academics intervention, mentoring, and monitoring (behavior) for incoming freshmen of Pontiac Academy for Excellence High School. By taking a proactive role in helping transition students into the high school environment this program will address student concerns, fears, myths or misconceptions about high school. AIMMS seeks to build positive relationship with incoming freshmen, with the intentions of providing a spirit of collaboration between students and faculty members.

America's high school graduation rate is 19th in the world. Forty years ago, we were first. In the June 2010 Education weekly report, it revealed a 68 percent high school graduation rate nationwide this past year. In Michigan, the rate was reported to 76 percent, slightly higher than the national average. Unfortunately, that means almost a quarter of Michigan high school students did not graduate. If this current trend continues, countless numbers of students will be left behind. This is a systemic problem with grave implications, if we do not fix it. The funding of this program will be supplied through the SIG grant to employ a Coordinator to ensure implementation and data based on assessment. The AIMMS program seeks to increase the graduation rate at Pontiac Academy for Excellence, which will support initiatives to decrease Michigan's high school dropout rate.

As PAE High School had its fifth graduation class in the 2009-10 school year, an alumni association will be established during the 2010-11 school year and continue in all subsequent years. The purpose of this association will be to track successful higher education of our graduates, as well as professional employment of graduates. This association will also develop a mentoring program with graduates and current high school students, not limited to but including school visits to encourage and enlighten students regarding life and education after high school graduation. There is no cost for this program outside of the organizational meetings that it will require.

Several professional development activities within the school are presented through a train the trainer model. Faculty members that train other staff are offered a stipend for these training sessions. These activities encourage leader teacher collaboration. Department Coordinators are established in all core subject areas. These faculty members act as lead teachers and engage in job-embedded professional development activities with their department members. Through the Hope Foundation – Failure is Not and Option training, leader teachers will be chosen to further train the staff in full implementation of Professional Learning Activities throughout the school year. Stipends will be given to these leader teacher positions for their extra time and expertise.

1. *B. Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier 1 & 2 schools in order to implement, fully and effectively, the required activities of the school intervention model is has selected.*

In an effort to meet the requirements of becoming a school in transformation, PAE High School has adopted the *Hope Foundation: Failure Is Not an Option* Intense School Reform model. The faculty and staff embarked on a 2 year book study including _Failure is Not an Option_ by Alan Blankstein beginning in 2008. During the 2009-10 school year a focus was on developing a mission, vision and belief statement for each school and the district. A priority was set to become more collaborative and data driven in the district's instruction and implementation of curriculum delivery. It has been determined that intentional professional development is necessary in order to fully develop professional learning communities. In keeping with this school improvement initiative, a decision was made to get further training in the processes and procedures to ensure the development of professional learning communities. Pontiac Academy for Excellence is now contractually bound to Hope Foundation's Intensive School Reform program which will address full implementation of professional learning communities. A combination of Title I funding and increased grants will be used to complete this implementation.

Continual support and training in the implementation of the Intensive School Reform model offered by Hope Foundation and relying on the Six Principles of *Failure is Not an Option* will be supported by the administration, the faculty and the district. The Six Principles are:

1. Common, Mission, Vision, Values and Goals

2. Ensuring Achievement for All Students- Systems for Prevention and Intervention

3. Collaborative Teaming Focused on Teaching and Learning

4. Using Data to Guide Decision Making and Continuous Improvement

5. Gaining Active Engagement from Family and Community

6. Building Sustainable Leadership Capacity

Evaluations of the program and the high school progress will be continual monitored at the district level. State assessments will be the final determination of the success of this training.

Significant school improvement funds will be necessary to fully implement the *Professional Learning Community (PLC)* model over the course of the next several years. Professional Development in training and embedded activities will require funding that would not be available without grant funding to reach the stages of implementation and enrichment needed to achieve the levels of student success that have been set as a priority. In addition to this, as previously discussed, PAE High School must provide 21st century learning technology for the students that they would otherwise not have access to, due to the low socio-economic status they experience.

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub Group Academic Data Analysis

SUBJECT: MATH								

Student Group Grade: __11	School Year	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Number tested	Percent of Student in District at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Partially Proficient Level 3	Not Proficient Level 4
All Students	2007-08	12.5	46.2	56	0	12.5	10.7	76.8
	2008-09	9.4	49.3	52	0	9.4	7.5	83
	2009-10	8	Not available	76	1	7	14	78
Black or African American	2007-08	3.1	13.4		0	3.1	15.6	81.3
	2008-09	7.7	16.4		0	7.7	7.7	84.6
	2009-10	6	Not available	52	0	6	13	81
Students with Disabilities	2007-08	<10 students	8.4		<10 students	<10 students	<10 students	<10 students
	2008-09	<10 students	10.2		<10 students	<10 students	<10 students	<10 students
	2009-10	0	Not available	15	0	0	13	87
Economically Disadvantaged	2007-08	13.5	25.4		0	13.5	9.6	76.9
	2008-09	9.4	28.9		0	9.4	7.5	83
	2009-10	7	Not available	70	1	6	16	77

Male	2007-08	20.7	49		0	20.7	10.3	69
	2008-09	4.8	51.5		0	4.8	4.8	90.5
	2009-10	17	Not available	30	3	13	17	67
Female	2007-08	3.7	43.3		0	3.7	11.1	85.2
	2008-09	12.5	47.2		0	12.5	9.4	78.1
	2009-10	2	Not available	46	0	2	13	85
Hispanic or Latino	2007-08	13.3	27.5		0	13.3	6.7	80
	2008-09	9.1	32.4		0	9.1	0	90.9
	2009-10	6	Not available	16	0	6	19	75
White Non Hispanic	2007-08	<10 students	53.1		<10 students	<10 students	<10 students	<10 students
	2008-09	<10 students	56.5		<10 students	<10 students	<10 students	<10 students
	2009-10	<10 students	Not available	<10 students	<10 students	<10 students	<10 students	<10 students
Limited English Proficient	2007-08	<10 students	17.6		<10 students	<10 students	<10 students	<10 students
	2008-09	<10 students	20.2		<10 students	<10 students	<10 students	<10 students
	2009-10	0	Not available	10	0	0	20	80

SUBJECT: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)								

Student Group Grade: __11__	School Year	District Percent of Student Proficient & Advanced	State Percent of Student Proficient & Advanced	Number tested	Percent of Student in District at Each Achievement Level			
					Advanced Level 1	Proficient Level 2	Partially Proficient Level 3	Not Proficient Level 4
All Students	2007-08	12.7	52.3	56	0	12.7	52.7	34.5
	2008-09	9.4	52.1	52	0	9.4	60.4	30.2
	2009-10	No longer reported in this manner						
Black or African American	2007-08	16.1	22.7		0	16.1	48.4	35.5
	2008-09	7.7	23.6		0	7.7	64.1	28.2
	2009-10	No longer reported in this manner						
Students with Disabilities	2007-08	<10 students	10.8		<10 students	<10 students	<10 students	<10 students
	2008-09	<10 students	13.8		<10 students	<10 students	<10 students	<10 students
	2009-10	No longer reported in this manner						
Economically Disadvantaged	2007-08	11.8	31.1		0	11.8	52.9	35.3
	2008-09	9.4	32		0	9.4	60.4	30.2
	2009-10	No longer reported in this manner						
Male	2007-08	10.7	47.6		0	10.7	53.6	35.7
	2008-09	9.5	47		0	9.5	57.1	33.3
	2009-10	No longer reported in this manner						
Female	2007-08	14.8	56.9		0	14.8	51.9	33.3
	2008-09	9.4	57.1		0	9.4	62.5	28.1
	2009-10	No longer reported in this manner						

Hispanic or Latino	2007-08	0	30.4		0	0	66.7	33.3
	2008-09	9.1	34.6		0	9.1	45.5	45.5
	2009-10			No longer reported in this manner				
White Non Hispanic	2007-08	<10 students	59		<10 students	<10 students	<10 students	<10 students
	2008-09	<10 students	58.7		<10 students	<10 students	<10 students	<10 students
	2009-10			No longer reported in this manner				
Limited English Proficient	2007-08	<10 students	11.7		<10 students	<10 students	<10 students	<10 students
	2008-09	<10 students	12.4		<10 students	<10 students	<10 students	<10 students
	2009-10			No longer reported in this manner				

Percent of Sub-group meeting State Proficiency Standards

Group	Reading			Writing			Total ELA		
	Year1 2008	Year2 2009	Year3 2010	Year1 2008	Year2 2009	Year3 2010	Year1 2008	Year2 2009	Year3 2010
Social Economic Status (SES)	23	17	27	4	4	13	12	9	20
Race/Ethnicity	32	27	54	3	5	29	16	17	42
Students with Disabilities	0	<10	13	0	<10	0	0	<10	7
Limited English Proficient (LEP)	0	<10	<10	0	<10	<10	<10	<10	<10
Homeless	0	0	<10	0	0	<10	0	0	<10
Neglected & Delinquent	0	0	0	0	0	0	0	0	0
Migrant	0	0	0	0	0	0	0	0	0
Gender									
Male	17	10	27	4	0	13	11	10	20
Female	30	22	28	4	6	15	15	9	22
Aggregate Scores	23	17	28	4	4	14	13	9	21
State							52.3	52.1	

Enrollment and Graduation Data – All Students

Year: 2009-2010

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in course/grade acceleration	Early HS graduation	# of Retentions	# of Dropout	# promoted to next grade
9	113	N/A	0	0	0	0	113
10	82	N/A	0	0	0	0	82
11	77	N/A	0	0	0	0	77
12	44	N/A	0	0	2	0	42

Sub Group Non-Academic Analysis   Year: 2009-2010

Group	# Students	# of Absences		# of Suspension		# of Expulsions	Mobility	
	316	>10	<10	In *	Out*		Entering	Leaving
SES	93	40	13	0	0	0	9	9
Race/Ethnicity	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabilities	36	1	1	9	17	0	0	0
LEP	37	2	10	4	13	N/A	0	0
Homeless	17	0	3	7	10	0	0	0
Migrant	N/A	N/A	N/A	N.A	N/A	N/A	N/A	N/A
Gender								
Male	133	4	11	59	87	1	0	0
Female	183	6	19	37	91	1	1	1
Totals	316	53	44	96	178	2	10	10

1. Absences: These were numbers pulled from PowerSchool as full day absences, that being student was marked absent in all periods all day. This does not notate students who missed 3 or fewer periods per day.

Enrollment and Graduation Data – All Students   Year: 2009-2010

Enrollment Trend Data

Grade	2010-2009	%	2009-2008	%	2008-2007	%	2007-2006	%
9th	113	36	74	30	68	37	65	37
10th	82	26	62	25	65	38	61	34
11th	77	24	55	22	58	11	36	20
12	44	14	52	21	33	13	13	7
Totals	316		243		224		175	

Graduation Trend Data

Year	2009	2008	2007
Count	78.69	74.42	72.22

Gender Distribution in Enrollment Trend Data

Gender by %	2010-2009 (%)	2009-2008 (%)	2008-2007 (%)
Female	183	140	104
Male	133	103	121

Extended Learning Opportunities   2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in I.B. Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	1	16	0
12	0	0	0	17	0

Perception Data:

Parent Perception Surveys: Annually parents are surveyed at events given at the high school including Parent Teacher Conference and Parent Workshops. Questions pertaining to school climate, teacher efficacy, curriculum, and relationships between staff, students and parents were developed for this survey. Most notably, at least 90% of the survey responses showed that parents felt "informed about what is going on at my child's school" by staff ,principal, and superintendent. 90% noted that the "teacher communicates with me regularly about my child's progress". 95% percent of the parents felt that "the school cares about my child's progress".

Staff Discussion/In-house Professional Development: During the Comprehensive Needs Assessment and completion of the SPR-90 the entire PAE High School staff was brought together to determine and discuss the indicators and how well students were achieving or deficient in achievement. The staff indicated the following needs:

- A need for longer time on task
- Students lack basic skills when entering class and need reading and math supports
- Math and reading skills are extremely low when students come to the building so we need reading and math intervention,
- Technology is minimal throughout the building and
- Science labs are not functional
- Common planning time for departments and grade levels was needed

Conclusions:

The data above indicates that there is a great amount of work to be done for our student population. While some gains were made this year, there are many areas that need comprehensive improvement. The next three years the building and district level focus must be on improving student achievement across all core areas. Through disaggregation, our data shows that students are not participating in extended day activities on a voluntary basis. The data also shows that students are significantly below state averages in all areas. Beginning in the 2010-11 school year, students will be required to attend extended day tutorial programs as a prerequisite to participating in **any** extra-curricular activities when their grade point average drops below 2.8 in any given grading period. This prerequisite includes, but is not limited to athletics, dance, choir, and all other extra-curricular activities.

What affect the numbers of suspensions have on the overall data is nebulous but certainly speaks to limiting time on task for many children. This is exacerbated by the excessive absences plaguing many of the students. All this speaks to a more cohesive system that tracks and monitors student achievement regularly and provides a system of support for those who fall behind. *Positive*

Action is a behavior curriculum that was purchased for the school through the Safe and Drug Free Schools grant. This common language and character education program will be implemented during the 2010-11 school year. Assessments including pre- and post- testing, suspension rate, and attendance rates will be used to determine the success of this program. School Messenger, funded through Title I Part A and Title I School Improvement grant funds, will allow the school to track attendance trends twice a day. This data will be automatically sent to administrators, dean, and guidance counselor. The School Messenger system will also notify parents, via phone, text and email, any time a student is absent both for morning and afternoon (am and pm) classes on a daily basis. This is predicted to substantially lower the amount of truancy and absenteeism in an effort to increase student achievement and raise the graduation rate at Pontiac Academy for Excellence High School.

Interventions at all levels are necessary in all core areas. A sustained and consistent effort to integrate reading, writing, and mathematical skills across the curriculum is necessary. Increased efforts at engaging parents and the community in the students' education are necessary. Supplying 21st century technology for the students is necessary. Collaborative data driven instruction is necessary for engaging instruction. All of these necessities require supplemental funding and are aimed at increasing student achievement.

> 2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the turnaround model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

x☐ General Funds x☐ Title I Part A x☐ Title I Schoolwide ☐ Title I Part C ☐ Title I Part D	x☐ Title I School Improvement (ISI)	x☐ Title II Part A x☐ Title II Part D ☐ USAC - Technology	x☐ Title III
☐ Title IV Part A ☐ Title V Parts A-C	x☐ Section 31 a ☐ Section 32 e ☐ Section 41	☐ Head Start ☐ Even Start ☐ Early Reading First	x☐ Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.			

SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

Support from building staff and administration:

1. Under new leadership at the superintendency and principal levels, the staff of PAE High School has been working diligently throughout the past two years (2007-08 & 2009-10) on book studies and professional staff presentations on developing Professional Learning Communities (PLC), including Blackenstein's *Failure is Not and Option* and DeFour, et al, *Whatever It Takes*. These studies have led to an attempt at developing a systemic model of structured curriculum, intervention supports, and methods to increase student connectivity. PAE High School reviews and revises detailed yearlong plans and pacing guides for each content area annually. Common assessments are collaboratively written and revised annually. Collaboration of staff at PAE High School has begun; however, individualized monitoring of student achievement and co-teaching have not been fully implemented. A wealth of student data is available, but using it to drive instruction at the classroom level on an immediate basis – in comparison to using it for planning purposes – is not embedded in the culture at this time. PAE High School, through the use of professional development days and staff meetings, developed and wrote a school mission, vision and belief system during the 2009-2010 school year. Goals and initiatives for the High School Improvement Plan were correlated to the mission, vision and beliefs. More training and understanding regarding the need for immediate interventions built in to the school day and extended beyond the school day for full implementation as a PLC to take place in the High School.

   This proposed plan for the S.I.G. is for the High School to partner with the Hope Foundation and transform PAE High School into a full functioning PLC model school. Administration and staff are supportive of this move and eager to build on the momentum that has already been created in the building. This intervention model, along with a new leader at the principal level, as well as continued support from the superintendent and

school board, will guide participation in the implementation of system changes throughout the 2010-2011 school year and beyond.

2. School's ability to support systemic change required by turnaround model.

   PAE High School has adopted the transformational model for school improvement. Many of the interventions described are already in use at PAE High School, including before and after school extended day tutoring; Saturday School; and Instructional support staff. A more systematic use of immediate intervention thorough implementation of data driven instruction will be developed through the use on this Intensive School Reform model. The initiative for school improvement under the transformation model will include developing and increasing teacher and leader effectiveness; providing high-quality job embedded professional development; using student data to evaluate instructional staff and school leaders and implement instructional programs; implementing financial incentives or career growth or flexible work conditions; instituting systems for measuring changes in instructional practices resulting from professional development; providing additional compensation to attract and retain staff; conducting reviews to ensure curriculum is implemented with fidelity and is impacting student achievement; implementing a Response to Intervention (RTI) model; establishing early-warning systems for intervention; providing professional development to implement strategies to support students with disabilities; using and integrating technology based interventions; increase rigor in curriculum; improving student transition from middle to high school; increasing graduation rates through credit recovery and other strategies; providing increased learning time; engaging in Co-teaching activities between departments including, but not limited to, Special Education Services; giving the school sufficient operational flexibility; ensuring the school receives ongoing intensive training from the transformational model through the Hope Foundations Intensive School Reform model; and providing ongoing mechanisms for family and community engagement. PAE is a schoolwide Title I district. Implementation based on per pupil weight is not necessary because of this. All students receive access to all intervention, enrichment and remedial services offered in the high school to increase achievement and improve test scores.

Outcomes

- Sustainable increases in student achievement
- School leadership teams are focused on school improvement initiatives through the use of the *Failure Is Not an Option*® *Six Principles* system framework
- Increased shared leadership capacity through skill-building with collegial collaboration, data analysis, and Instructional SMART Goals
- Culture of trust, mutual accountability and continuous improvement

- Confidence in shared decision-making abilities and commitment to succeed with challenging students
- Enhanced team-building through coaching and facilitating learning for effective leadership teams

The use of this model fosters a commitment to change that enables sustainability. School leadership team members engage faculty in shared learning and problem solving, leading to agreements about the instructional improvement process. This supports building commitment, rather than demanding compliance. Teachers are put in charge of their learning. Student achievement becomes measurable and sustainable leading to higher levels of academic performance.

3. Describe the school's academic in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Please see data charts on pages 5-9.

All of our students are performing well below the state average in both reading and mathematics. The data has driven the development of interventions during the 2008-2009 and 2009-2010 school year. We have seen improvements in mathematics and English language arts based on the 2010 MME scores; however we need gains to continue and be sustained in the upcoming years.

4. Commitment to use data and scientifically based research to guide tiered instruction for all students to learn.

Along with district level data analysis, data is analyzed at both the building level and in departments for group lesson planning and curriculum overview choices. We also "drill down" into our data to find struggling students for intervention. This process begins with an overview of the building data, and then the departments break into teams to analyze who needs support and what curriculum needs to be reevaluated. Support for tiered instruction has become more evident again with the research based curriculum choices that staff have committed themselves too, the use of formative and summative assessment tools to drive instruction including comparing classroom assessment data across course sections. This commitment will continue with the creation of Professional Learning Communities through this grant and the resulting data analysis and decisions about individual student interventions. Formal professional development in the use of Response to Intervention will be supplied through this grant to implement the use of tiered instruction resulting in all students learning.

5. Time and schedule that support collaboration:

Each individual department will be given job embedded professional development opportunities that are ongoing throughout the school year. By setting the stage with summer

professional development, work day release during the school year for grade level and department planning, and ongoing professional development institutes for departments collaboration is supported. Support is also provided by onsite coaches, through the Oakland ISD and MAISA. Hiring of coaches for all content areas will allow time for monthly planning of curriculum, reflecting on practice, and reviewing assessment data. Collaboration during common planning times allows for weekly collaboration vertically and horizontally to plan curriculum, reflect on practice, and review assessment data.

6. Continued commitment to collaboration:

The new partnership with the Hope Foundation, will provide a fuller implementation of collaboration as the PAE High School develops and implements its PLC model. Collaboration with the community, parents and outside experts will become an integral part of the refocusing the vision for the district and the building.

The Superintendent has held meetings with both parents and community leaders to promote a candid forum about the needs of the high school. This included community business leaders, leaders from non-profit partners already working in the building and community, ongoing support from the Oakland ISD both at the district and building level. The Superintendent's meetings were monthly throughout the 2009-2010 school year. As a result, several board policies are being reviewed with the priority of increased student achievement in mind.

A new principal for the PAE High School has joined the team for the 2010-2011 school year. Commitment to the creation of PLCs, department heads and collaboration at all levels in the high school is a priority. This determined leadership, along with funding from this grant to implement interventions will ensure the commitment to collaboration and increased student achievement.

SECTION III: PROPOSED ACTIVITIES

Using information contained in the Buildings School Improvement Plan, provide the   following information.

1. *Describe the proposed activities that address the required US Department of Education (USED) school turnaround interventions that the school will use as a focus for its School Improvement Plan (Attach a copy of the buildings School Improvement Plan).*
2. *Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.*
    i. *Discuss how the school will use data to develop and refine its improvement plan and goals based on AYP groups in need.*
    ii. *Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student's progress and analyze the results.*
    iii. *Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.*
    iv. *Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (http://www.nsdc.org/standards/index.cfm) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.*

Proposed Activity
Professional Learning Communities: **Job embedded professional development throughout the school year, subject area coaching to support curriculum implementation and focused professional development series.**

Strategies:	Research:
- Provide building level subject area coaches that facilitate curriculum monitoring lead full day professional development and after school meetings, provide instructional support through classrooms visits. - Full day curriculum planning meetings, after school meetings to compare data collection and monitor curriculum pacing. - Teachers will work to ensure that students with disabilities are given access to the same objectives as the general population but with adequate	Ball, D. L., & Bass, H. (2000). Interweaving content and pedagogy in teaching and learning to teach: Knowing and using mathematics. In J. Boaler (Ed.), *Multiple perspectives on the teaching and learning of mathematics* (pp. 83-104). Westport, CT: Ablex. Banilower, E. R., Heck, D. J., &Weiss, I. R. (2007). Can professional development make the vision of the *Standards* a reality? The impact of the National Science Foundation's local systemic change through teacher enhancement initiative. *Journal of Research in Science Teaching,*

support through co-teaching, shared lesson planning, or courses aligned with student IEP's. - Scope of work for department meetings based on findings from teachers' needs assessment Professional Development survey. - Other strategies identified following the comprehensive needs assessment done through the Hope Foundation Intensive School Reform initiative.	*44*(3), 375-395. Blankstein, A, (2004). *Failure Is Not an Option*, . . . Thousands Oaks, CA.: Corwin Press. DuFour, R. & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development. Gusky, T. R. (2003). Analyzing lists of the characteristics of effective professional development to promote visionary leadership. *NASSP Bulletin, 87*(637), 4-20. Miles, K. H., Odden, A., Fermanich, M., & Archibald, S. (2005). *Excerpts from inside the black box-School district spending on professional development in education: Lessons from five urban districts* Document Number ED485651: The Finance Report. Shulman, L. S. (1987). Knowledge and teaching: Foundations of a new reform. *Harvard Educational Reviewer, 57*(1), 1-22. West, L., & Staub, F. C. (2003). *Content-focused coaching: Transforming mathematics lessons.* Portsmouth, N.J.: Heinemann.
i. Data Analysis for monitoring: As a part of the monthly meeting departments will compare baseline data from MEAP, MME, Explore, Plan and ACT, Star Reading and Star Math, as well as unit/quarterly pre- and post common assessment test data.	**ii. Sharing data analysis:** All data will be reviewed by building level curriculum team at the end of the semester. This will include all staff including administration. All nationally normed data will be available for review at parent meeting, in the annual report and on the district website.
iii. Adjusting Instruction: As a part of the monthly meetings teachers will analyze classroom data to drive instructional decisions for upcoming quarter. Also, students who are struggling in ELA and Math coursework will be recommended for support through the extended day tutorial programs.	

Proposed Activity

Mathematics and Reading Intervention

Intended Outcomes: Provide targeted assistance to students struggling with Mathematics or English/Language Arts skills by targeting entering freshman, monitoring students failing mathematics courses allowing for teacher/ leader recommendations for placement into extended day tutorial programs.

Strategies:	Research:
- Reading: All students will be assessed for reading comprehension strength. Assessment will be either through 8th grade MEAP scores or a building level assessment using the Star Reading program. - Other students struggling in reading will take the reading assessment and consult with parent to engage student participation. - Mathematics: Students identified as struggling in math based on low grades, low test scores and/or teacher recommendation will be targeted for assistance. This will small group assistance, extended day tutoring, Saturday School requirements and frequent monitoring by the classroom teacher.	Ball, D. L., & Bass, H. (2000). Interweaving content and pedagogy in teaching and learning to teach: Knowing and using mathematics. In J. Boaler (Ed.), *Multiple perspectives on the teaching and learning of mathematics* (pp. 83-104). Westport, CT: Ablex. Blankstein, A, (2004). *Failure Is Not an Option*, . . . Thousands Oaks, CA.: Corwin Press. Borko, H., Eisenhart, M., Brown, C., Underhill, R., Jones, D., Agard, P. (1992). Learning to teach hard mathematics: Do novice teachers and their instructors give up too easily? *Journal for Research in Mathematics Education,* 23, 194-222. Dorfler, W. (2003). Mathematics and mathematics education: Content and people, relation and difference. *Educational Studies in Mathematics,* 54, 147-170. Darling-Hammond, L. (1996). What matters most: A competent teacher for every child. *Phi Delta Kappan, 78*(3), 193-200. Jacob, B. A. (2007). The challenges of staffing urban schools with effective teachers. *Excellence in the Classroom, 17*(1), 129-155. Shulman, L. S. (1986). Those who understand: Knowledge and growth in teaching. *Educational Researcher,* 15(2), 4-14. Shulman, L. S. (1987). Knowledge and teaching: Foundations of a new reform. *Harvard*

	Educational Reviewer, 57(1), 1-22.
i. Data Analysis for monitoring: As a part of the monthly meeting departments will compare baseline data from MEAP, MME, Explore, Plan and ACT, Star Reading and Star Math, as well as unit/quarterly pre- and post common assessment test data.	**ii. Sharing data analysis:** All data will be reviewed by building level curriculum team at the end of the semester. This will include all staff including administration. All nationally nor med data will be available for review at parent meeting, in the annual report and on the district website.

iii. Adjusting Instruction: As a part of the monthly meetings teachers will analyze classroom data to drive instructional decisions for upcoming quarter. Also, students who are struggling in ELA and Math coursework will be recommended for support through the Reading and Math extended day tutorial programs.

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Proposed Activity
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Increased learning time:
Increase minutes in the school calendar, better use of time during the school day, and After school Tutorial for all students.

Strategies:	**Research:**
- Students struggling to maintain classroom grades and test scores will be required to attend extended day activities if they choose to participate in extra curricular activities. - Extended Day Activities will be structured as 3 days per week for 90-minute tutorial after school sessions in addition to 3 6-week Saturday School sessions. - Students will be required to maintain a 2.8 grade point average (or higher) to participate in **any** extra curricular activities without also participating in extended day tutorial activities.	"Instructional Time Loss and Local-Level Governance." Abadzi, Helen. *Prospects: Quarterly Review of Comparative Education,* v37 n1, March 2007 p.3-16 "Time to Learn." Rangel, Elizabeth. *Research Points*, American Educational Research Association (AERA),v 4, Issue 2, Winter 2007 *Classroom Instruction that Works* by R. Marzano *Leadership for Differentiating Schools & Classrooms* by Carolann Tomlinson and Susan Allan *The Big Picture: Education is Everyone's Business*. Littky, Dennis with Samantha Grabelle, Association for Supervision and Curriculum Development, Alexandria, VA: 2002 "Time-on-Task Reconsidered: Synthesis of Research on Time and Learning." Karweit, Nancy. *Educational Leadership,* v41 n8 p32-35, May 1984

i. Data Analysis for monitoring:	ii. Sharing data analysis:
Department meetings will be committed to monitoring student successes in department meetings. After school tutorial teachers and facilitators will monitor student progress as well receive feedback from classroom teachers.	All data will be reviewed by building level curriculum team at the end of the semester. This will include all staff including administration. Weekly reviews of student progress and quarterly progress reports for all students will be shared with parents and building-wide.

iii. Adjusting Instruction:
Students will be assessed for required participation in After School Tutorial program and Saturday School program each quarter. This assessment, as well as the students' grade point average, will help teachers monitor and adjust focus for tutoring.

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Proposed Activity

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Increased Parental Involvement:

Programs will be run during school hours and after school hours to focus on providing additional information about the school, processes in education, additional services and resources for parents, in order to maximize their efforts in increasing academic achievement for their child(ren).

Strategies:	Research:

- Monthly workshops are held for parent education and partnership in education with the PAE High School. Topics include, but are not limited to:
  ➢ **parenting skills**
  ➢ **assessment reading**
  ➢ **homework help**
  ➢ **literacy and math**
  ➢ **discipline models**
 	
- Parents are encouraged to participate on the Parent Advisory Committee and School Improvement Team
- Parents are encouraged to participate in daily classroom activities as well as off campus field trip activities.
	Epstein, J. L. (2005). A case study of the partnership schools comprehensive school reform (CSR) model. *The Elementary School Journal,* 106 (2), 151-170.
	
	Epstein, J. L. & Sheldon, S. B. (2002). Present and accounted for: Improving attendance through family and community involvement. *The Journal of Educational Research,* 95 (5), 308-318.
	
	Haynes, N. M. (1996). Creating safe and caring school communities: Comer school development program schools. *The Journal of Negro Education,* 65 (3), 308-314.
	
	Haynes, N. M., Emmons, C. L., Gebreyesus, S., & Ben-Avie, M. (1996). The school development program evaluation process. *Rallying the whole village: The Comer process for reforming education.* New York: Teachers College, Columbia University. S
	
	Sheldon, S. B. & Epstein, J. L. (2005). Involvement counts: Family and community partnerships and mathematics achievement. *The Journal of*

	educational Research, 98 (4), 196-206.
i. Data Analysis for monitoring: Parents will take part in a survey following each workshop and an overall satisfaction survey at the end of each semester.	**ii. Sharing data analysis:** All data will be reviewed at the building level at the end of the semester. This will include all staff including administration. All data will be available for review at parent meeting, in the annual report and on the district website.

iii. Adjusting Instruction: As additional requests for trainings arise the calendar will be adjusted. Workshops may be offered more than once based on parent participation and interest.

Additional Activities:

Process for selecting a Turnaround Leader:

1. A new principal was hired for the Pontiac Academy for Excellence High School on July 1, 2010.

Teacher Evaluation Procedure:

1. During the 2009-2010 the administration and member of the faculty completed a draft form to be used for comprehensive Teacher Evaluations, based on Charlotte Danielson's model. This draft has been submitted for school board approval and is intended to be used for the 2010-2011 school year.

Additional Support Activities

1. RTI – Creation of a Response to Intervention (RTI) process, procedure and implementation is being developed during the 2010-11 school year and will continue to be used in future years, under the guidance of the HOPE Foundation.

2. Compass Learning Odyssey – An online AP, Credit Recovery, Remediation and Enrichment curriculum is planned for implementation if funds are received to meet these needs.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Central Office Contact: Debra Hoerres	Title: Coordinator of Categorical Programs and Compliance		Percentage:
Address: 196 Cesar E. Chavez	Phone: (248) 745-9420 Fax: (248) 745-1275	Email Contact: hoerresd@pontiacacademy.org	
Building Level Contact: Timothy Green	Title: Principal		Percentage: 100%
Address: 196 Cesar E. Chavez	Phone: (248) 745-9420 Fax: (248) 409-5730	Email Contact: greent@pontiacacademy.org	

Year 1	Delineating Timeline – (subject to change following assessment by Hope Foundation Intensive School Reform evaluation)
August	- 15 day teacher Professional Development prior to the opening of school - Department coaches (not provided by the Oakland ISD) hired and introduced during district Professional Development day. - Student placements for Math and Reading extended day programs - Needs assessment conducted by Hope Foundation Intensive School Reform (8 onsite training sessions – dates to be determined) - Teachers develop Individual Professional Development Plans - Order all technology needed for supplemental programs. - Students prepare for dual enrollment at local community college.
September	- Begin PLC meetings to continue monthly - New teachers first evaluations conducted - Begin After school tutorial program 2nd week in September - Saturday School Session 1 begins - Complete evaluations of new students for Math and ELA supplementary needs

October	- Leadership training through the Hope Foundation begins to be continued monthly - Continue teacher evaluations and update IDP's if necessary - Grade 9 and 10 take the Explore and Plan exams - Monthly PLC meeting
November	- Monitor student grades in PLC meetings as well as tutorial sessions and Saturday School. - Saturday School session 2. - Monthly PLC meeting
December	- Students prepare for dual enrollment at local community college. - Monitor student grades in PLC meetings as well as tutorial sessions and Saturday School.
January	- First teacher evaluations completed. - Monitor student grades in PLC meetings as well as tutorial sessions and Saturday School. -
February	- Monitor student grades in PLC meetings as well as tutorial sessions and Saturday School. -
March	- Students identified for 2011-2012 dual enrollment courses based on MME scores. - 8th grade takes Explore to evaluate for interventions needed as entering Freshman for 2011-12 (exact date to be determined) - Intervention numbers determined for Math and Reading intervention for 2011-2012

April	- Monitor student grades in PLC meetings as well as tutorial sessions and Saturday School. - Building wide review of data from Fall MEAP, PLAN, and Explore Scores. PLC's prepare for sharing building level data.
May	- Monitor student grades in PLC meetings as well as tutorial sessions and Saturday School. - Announce summer curriculum planning
June	- Data Review for all students - Placements completed for intervention for 2011-2012 - Final assessments and revision of plans as needed. - External Provider (Hope Foundation) overview with staff.
Years 2 & 3	Will be developed following an evaluation of Year 1.

4. *Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.*

Technical Assistance and Evaluation Responsibilities Needed:

An external turnaround provider will work with the principal to ensure that all strategies included in the S.I.G. plan are implemented, monitored and adjusted according to the timeline i.e.;

- He/she will ensure that a coach is meeting monthly with departments and make sure classroom visits are completed to ensure high quality job embedded professional development.

- Department Coaches for all content areas.

- Ensure the teacher evaluation document is completed and all probationary teachers are evaluated no less than three times per year.

- Make sure that evaluation process follows the required timeline.

- Help building administration and staff study student data and develop a plan for use of student data in evaluation and the overall instructional program.

- Track the grant budget for the building.

- Remove leaders and staff who have not increased student achievement. Implement plans for flexible work conditions, financial incentives, and career opportunities.

- Monitor increased learning time.

- Monitor family and community engagement through the HP Parent Academy.

Building Level Responsibility: Principal

196 Cesar E. Chavez Pontiac, MI 48343

Phone: (248) 745-9420   Email: greent@pontiacacademy.org

District Responsibility: Coordinator of Categorical Programs and Compliance

196 Cesar E. Chavez Pontiac, MI 48343

Phone: (248) 745-9420   Email: hoerresd@pontiacacademy.org

5. Describe the annual goals for student achievement on the State's assessment in both reading/language arts and mathematics that it has established in order to monitor Tier I and Teri II schools that receive school improvement funds.

| 2009-2010 | Annual Goals | | |
Baseline Data	2010-2011	2011-2012	2012-2013
17% of all students scored proficient on the ELA portion of the MME.	Over the next 3-5 years, students will improve on the ELA portion of the MME by at least 10% each year.	Over the next 3-5 years, students will improve on the ELA portion of the MME by at least 10% each year.	Over the next 3-5 years, students will improve on the ELA portion of the MME by at least 10% each year.
5% of all students scored proficient on the Mathematics portion of the MME.	Over the next 3-5 years, students will improve on the math portion of the MME by at least 10% each year.	Over the next 3-5 years, students will improve on the math portion of the MME by at least 10% each year.	Over the next 3-5 years, students will improve on the math portion of the MME by at least 10% each year.